

Mentor Training

January 26 & 27, 2007

9:00 am – 4:30 pm
CSD District Office
3520 Gateway Lane
Sioux Falls, SD 57106

Sponsored by Division of Rehabilitation Services

Training geared for Advanced Level IV, V Interpreters & Deaf Mentors

Presenter

Patty Gordon CI/CT, MLS

Patty Gordon, CI, CT, has a B.A. in Linguistics from Metropolitan State University and a Master of Liberal Studies degree from the University of Minnesota. She also holds certificates from Project TIEM.Online's Teaching ASL and Master Mentor programs. She has been a freelance interpreter working in performing arts, medical, government and corporate settings since 1987. As an interpreter educator, she has taught at Western Oregon University, Front Range Community College and the College of St. Catherine in Minneapolis. She is also the director of the StoryBlend Project, an ASL and Deaf culture immersion institute offered each summer in St. Paul. She is a co-author of the MRID Self-Paced Modules for Educational Interpreter Skill Development and A Plan for Mentorship of Educational Interpreters in Minnesota. Named the 2004 Outstanding Member of the Minnesota Registry of Interpreters for the Deaf, she has taught workshops on various topics including ASL linguistics, interpreting, mentoring, educational interpreting and interpreter education.

Training Highlights & Goals

This training is for a two-day initial training for mentors working with sign language interpreters.

To provide information to assist mentors working with sign language interpreters that will enhance their knowledge and abilities.

Additional information

- Mentors may be asked to complete a “personal styles” inventory before the initial training.
- The presentation will be in ASL with any stimulus materials accessible through captions or transcripts.

Description of activities:

During the first two days of the training, we will look at the critical relationships between mentors and mentees and identify current practices in effective mentoring programs, including the incorporation of guided self-discovery. We will begin with self-reflection exercises to identify values and how they impact mentoring relationships. We will examine the roles and responsibilities of both mentors and mentees. We will also identify ways to establish effective communicative practices that allow trust and mutual understanding of expectations. We will offer theory and practice in using a guided self-discovery approach based on the work of Vygotsky and Gish. This will include finding a common ground with the mentor / mentee from which to begin working. We will discuss definitions and options for evaluation and assessment. Finally, we will review processes and paperwork that can be used to document and evaluate the mentorship.

Participants will

- Explore values, beliefs, and learning styles and how they impact mentoring relationships;
- Identify the qualities and skills they have to offer a mentee or mentor;
- List key questions to ask when developing a compatible, effective mentoring relationship;
- Identify and apply key aspects of guided self-discovery to mentoring situations;
- Identify the difference between evaluation and assessment and tools that can be used for each;
- Discuss requirements for documentation and evaluation of the mentoring relationship.

Registration Form

Name _____

Organization _____

Mailing Address _____

Email Address _____

City _____ State _____ Zip _____

Mail registration to:

Janet Ball
Division of Rehabilitation Service
3800 E Hwy 34, c/o 500 E Capitol
Pierre, SD 57501

RID CEU's
Offered



To register or for more details contact Janet Ball (605) 773-4547 V/TTY